



Integrated Skills in English (ISE)

# Understanding ISE Results

International ISE



# Contents

Introduction .....	4
General information.....	4
ISE assessment methods .....	5
Marks available for each component .....	5
Live exam results.....	6
Trinity examiners and markers.....	6
ISE raw marks and scaled scores .....	6
Live exam results – scaled scores.....	6
ISE – a modular four-skill exam.....	7
Notification of results.....	8
Results summary.....	8
Trinity Online.....	8
Information on the certificate .....	9
Understanding diagnostic profile reports.....	10
Using skills development tables .....	11
Using Trinity Results Verification.....	12
Appendix 1 – Glossary of ISE-related terms.....	13

## Introduction

This document provides information on how to understand live results and the accompanying documentation.

If you would like to know more about how to prepare for the live exam, please refer to the 'Practice exam materials - how to use them' document available on our website.

Note: This document does not address ISE IV assessment, which is different in format to ISE Foundation to ISE III. For more information on ISE IV, please visit our website.

## General information

Trinity's Integrated Skills in English (ISE) qualifications assess all four language skills:

- reading
- writing
- speaking
- listening.

These skills are assessed in two modules:

- Reading & Writing
- Speaking & Listening.

Each ISE module can be taken at different times. The full Trinity ISE qualification certificate is issued when a candidate has achieved a Pass in both modules.

## ISE assessment methods

Some tasks within the ISE qualification are assessed using an answer key (ie objectively scored), and others are assessed using a rating scale (ie subjectively scored). The rating scales are specific to each ISE level and reflect the level of the Common European Framework of Reference (CEFR).

Individual rating scales for each level and component are available in Appendices 6-9 for ISE Foundation and ISE I, and in Appendices 4-7 for ISE II and ISE III of the relevant Guide for Teachers.

Overview of assessment criteria:

- Reading -** Task 1 and Task 2: Answer key specific to each sample/practice test version (objectively scored)
- Writing -** Task 3: Reading into writing rating scale; Task 4: Extended writing rating scale (both subjectively scored)
- Speaking -** Speaking & Listening rating scale (subjectively scored)
- Listening -** see table below

*Table 1 - Assessment method for Independent listening in ISE*

Level	Task	Assessment method	How overall score is reached
ISE Foundation	Task 1	Answer key specific to each sample/practice test (objective)	Scores combined to make an overall listening score
	Task 2	Independent listening rating scale (subjective)	
ISE I	Task 1	Answer key specific to each sample/practice test (objective)	Scores combined to make an overall listening score
	Task 2	Independent listening rating scale (subjective)	
ISE II	Task 1	Independent listening rating scale (subjective)	One score awarded
ISE III	Task 1	Independent listening rating scale (subjective)	One score awarded

Individual rating scales are available in the Guides for Teachers for each ISE level. Specific answer keys are available at the end of each individual sample and practice test version.

## Marks available for each component

Each skill, ie reading, writing, speaking and listening, is offered at ISE Foundation, ISE I, ISE II and ISE III levels. The table below shows the maximum marks available for each component.

*Table 2 - Raw scores available in ISE modules*

ISE qualification	Reading	Writing	Speaking	Listening
ISE Foundation	30	28	16	9
ISE I	30	28	16	10
ISE II	30	28	16	4
ISE III	30	28	16	4

Scores for the objectively assessed components are derived by awarding 1 mark for each correct answer based on the answer key. Scores for the subjectively assessed components are derived by awarding a mark for each area described in the relevant rating scale; the mark for each are ranges from 0 (no performance) to 4 (highest possible).

# Live exam results

## Trinity examiners and markers

Trinity examiners and markers undergo rigorous training and standardisation which informs how they come to their decisions. As some of the marks awarded are subjective, teachers who have not gone through the same training process are unlikely to reach the same subjective mark. Subjective marks awarded by a teacher in a practice situation are therefore unlikely to reflect those of a skilled Trinity examiner/marker.

## ISE raw marks and scaled scores

ISE qualifications have been designed so that each skill is equally weighted. This means that a candidate has to pass all four skills to be issued an overall ISE certificate.

To reflect subtle differences in task complexity through the exam not all questions and tasks are allocated exactly the same value, therefore, for certain parts of the Reading and Listening components of the qualification, scaled scores are used to determine the candidate result.

The Listening component raw score of 9 at ISE Foundation and 10 at ISE I is scaled to 8 scaled points; this also helps to ensure comparability across levels.

In the reading test, questions 6-10 and 21-25 are objectively assessed and scoring is weighted to accurately reflect the candidate's actual performance in using a range of reading subskills to comprehend meaning at sentence level.

The scaled scores are, therefore, not merely the sum of correct answers, because the difficulty of the task has also been taken into account.

## Live exam results – scaled scores

As explained above, live exam scores are scaled for Reading and Listening, the pass marks below are based on the scaled scores and, therefore, differ from guidance relating to raw scores.

*Table 3 – Scaled scores and achievement level in ISE exams*

Qualification	Skill	Pass	Merit	Distinction	Maximum score
ISE Foundation	Listening	3*	5*	7*	8*
	Speaking	8	12	15	16
	Reading	15*	23*	28*	30*
	Writing	14	20	25	28
ISE I	Listening	3*	5*	7*	8*
	Speaking	8	12	15	16
	Reading	15*	23*	28*	30*
	Writing	14	20	25	28
ISE II	Listening	2	3	4	4
	Speaking	8	12	15	16
	Reading	15*	23*	28*	30*
	Writing	14	20	25	28

Qualification	Skill	Pass	Merit	Distinction	Maximum score
ISE III	Listening	2	3	4	4
	Speaking	8	12	15	16
	Reading	16*	23*	28*	30*
	Writing	15	20	25	28

\* scaled score

## Overall result

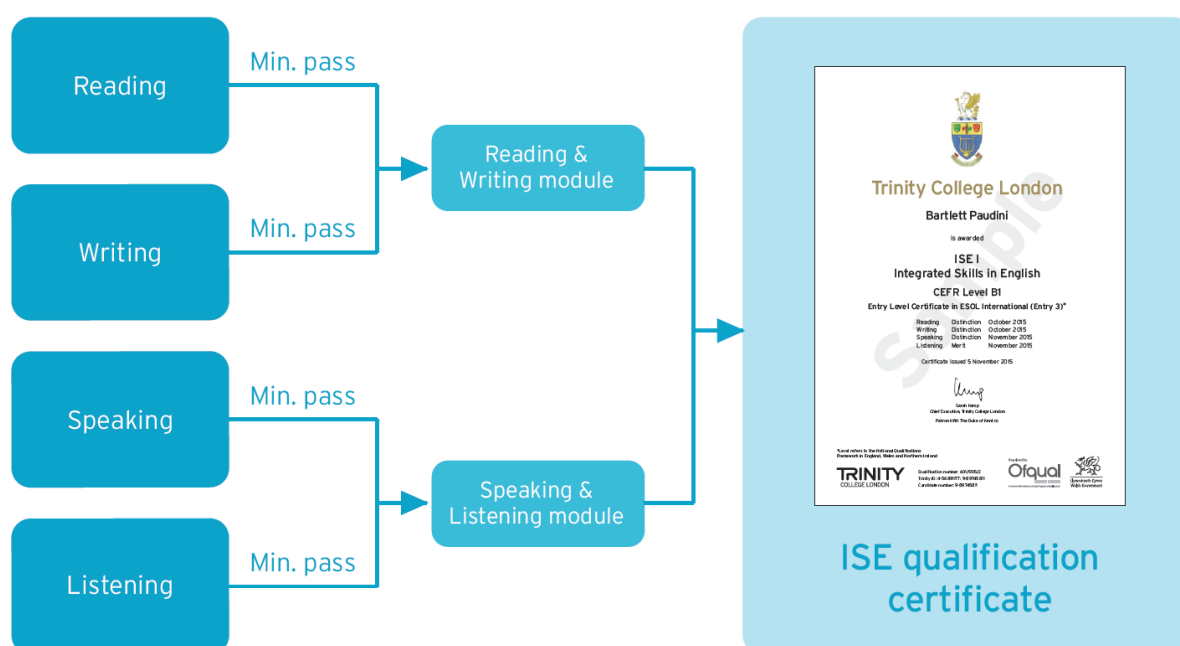
Candidates need to achieve the minimum passing score in each one of the skills to be awarded a module certificate and to have passed both modules to receive a full ISE Certificate.

The grades achieved (ie Distinction, Merit, Pass or Fail) for each of the four skills are stated on the certificate, but these are not conflated to give the overall banding. A successful candidate will receive a certificate stating the ISE level they have been awarded and then the four separate achievement levels, one for each skill.

## ISE – a modular four-skill exam

ISE qualifications are taken in two separate modules, Speaking & Listening and Reading & Writing.

When a candidate passes one module, they will receive a 'module certificate'. Only when a candidate achieves a pass in both modules will the overarching ISE certificate be issued.



## Notification of results

### Results summary

Candidates taking ISE receive their summary of results via the centre where they took their exams. Trinity sends each centre a summary of results, which provides the details of candidate achievement for each skill.

Please note, the results issued in the results summary are provisional and subject to change until confirmed by the issue of the certificate.

The summary of results example is provided below:

<div>TRINITY COLLEGE LONDON</div> <div>Results Summary</div>											
Centre: Trinity Centre (00000) Order number: 1-123456789						Pages: 1 including this page					
Candidate name	Candidate no	Candidate DOB	Exam date	Level	R&W	Reading	Writing	S&L	Speaking	Listening	Overall
John Bloggs	1-XXXXXXX	22/10/19XX	07/10/2015	I	Pass	Pass	Merit	Pass	Merit	Merit	Pass
Luis Diaz	1-ZZZZZZZ	02/11/19XX	07/10/2015	I	Pass	Pass	Pass	Fail	Fail	Fail	Fail
Jane Name	1-YYYYYYYY	01/08/20YY	07/10/2015	II	Pass	Fail	Fail	Fail			
Ana Ikeda	1-YYYYYYYY	13/06/20YY	07/10/2015	II	Pass	Merit	Merit	Pass	Distinction	Merit	Pass
The above results are provisional until they are approved by Trinity College London.											

### Trinity Online

Trinity Online is a system which allows international centres to see results information in more detail. With the candidate details, you will also receive detailed information on the performance:

Results Enquiry											
Subject Area	Syllabus	Examination	Examination Date	Candidate Number	Candidate	School	Teacher First Name	Teacher Last Name	Status	Result	Order Number
INT ESOL	Revised ISE	ISE Foundation	27/04/2016						Certificate Printed	Pass	1-518765165
INT ESOL	Revised ISE RW	ISE Foundation Reading and Writing	04/05/2016						Certificate Printed	Pass	1-518765165
INT ESOL	Revised ISE RW	ISE Foundation Reading	27/04/2016						Certificate Printed	Pass	1-518765165
INT ESOL	Revised ISE RW	ISE Foundation Writing	27/04/2016						Certificate Printed	Merit	1-518765165
INT ESOL	Revised ISE SL	ISE Foundation Speaking and Listening	27/04/2016						Certificate Printed	Pass	1-518765165
INT ESOL	Revised ISE SL	ISE Foundation Speaking	27/04/2016						Certificate Printed	Distinction	1-518765165
INT ESOL	Revised ISE SL	ISE Foundation Listening	27/04/2016						Certificate Printed	Distinction	1-518765165
Marks											
Section #	Section	Mark	Max								
1	Part 1 1-5	5									
2	Part 1 6-10	1									
3	Part 1 11-15	5									
4	Part 2 16-20	5									
5	Part 2 21-25	3									
6	Part 2 26-30	2									
101	Part 1 - Question 1										
102	Part 1 - Question 2										
103	Part 1 - Question 3										
104	Part 1 - Question 4										



## Information on the certificate

All successful candidates will receive the qualification certificate with the information detailed below:



**Trinity College London**

**Bartlett Paudini**

is awarded

**ISE I**

**Integrated Skills in English**

**CEFR Level B1**

**Entry Level Certificate in ESOL International (Entry 3)\***

Reading	Distinction	October 2015
Writing	Distinction	October 2015
Speaking	Distinction	November 2015
Listening	Merit	November 2015

Certificate issued 5 November 2015



Sarah Kemp  
Chief Executive, Trinity College London  
Patron HRH The Duke of Kent KG

\*Level refers to the National Qualifications Framework in England, Wales and Northern Ireland

**TRINITY**  
COLLEGE LONDON

Qualification number: 601/515/2  
Trinity ID: 4-56891177: 9-89745811  
Candidate number: 9-89745811

Regulated by  
**Ofqual**  
For more information see <http://regofqual.gov.uk>



**Llywodraeth Cymru**  
Welsh Government

The level achieved appears on the certificate

The candidate achieved at least a pass in each skill, which means he was awarded the full certificate


## Understanding diagnostic profile reports

Trinity's diagnostic profile report is a tool for teachers and candidates who want to improve their English language skills. The report goes beyond overall language competence and focuses on the detailed performance of each subset of skills. Consequently, it provides a valuable personalised tool for candidates and their teachers by identifying areas for progression and improvement.

Diagnostic profile reports are issued to the centres who register their candidates.

Please note, the diagnostic profile is **not** an interpretation of results achieved in ISE exams.

We issue a diagnostic profile report for each candidate, showing each part of the exam, ie the skills and sub-skills in reading, writing, speaking and listening.

		Diagnostic profile report	
Joe Bloggs		Candidate number: 1-446605990	
ISE I		Exam date: August 2016	
Centre: Abi Test (30779)			

		Incorrect or not attempted	More practice required	Adequate performance	Skilled in this area	Highly skilled in this area
Reading: Merit	Task 1 - Long reading	Reading for the main idea				
		Reading carefully for facts or information				
		Reading carefully for details, working out meaning of unknown words				
	Task 2 - Multi-text reading	Reading for the main ideas or the purpose, skim reading				
		Reading carefully for facts or information				
		Reading carefully for details, working out meaning of unknown words, summarising what you have read				

Explanation of scale:

**Incorrect or not attempted** - a candidate does not yet have sufficient skills in a given area or did not provide a response

**More practice needed** - the candidate has some skills but they need improvement to reach the required standard for the level

**Adequate performance but more practice required** - the candidate's language skills are on the borderline and more practice is needed to achieve a secure standard for the level attempted

**Skilled in this area** - the candidate has sufficient skills in this area to achieve the standard required at the level

**Highly skilled in this area** - the candidate's language skills in this area are very good

The outcomes shown on the scale for each sub-skill should be the basis for future study of English language. The diagnostic profile report is best used with the skills development tables as explained in the next section.

## Using skills development tables

Once a candidate receives the live exam results, the accompanying diagnostic profile report provides a suggestion of where improvement is needed, if necessary. We have developed a set of skills development tables with practical advice on how to develop sub-skills required to achieve at least a pass in each component.

Note: An example of ISE III Reading profile is shown below. However, the principles for using the diagnostic profile reports and development tables apply to all levels and components.

The example below shows a part of an ISE III candidate's diagnostic profile for their Reading component. Although this candidate's sub-skills in reading for the main idea and reading carefully for details are good (ie the bars correspond to 'adequate performance'), the sub-skill of reading carefully for facts or information needs further development (ie corresponds to 'more practice required').

		Incorrect or not attempted	More practice required	Adequate performance	Skilled in this area	Highly skilled in this area
Task 1 - Long reading	Reading for the main idea					
	Reading carefully for facts or information					
	Reading carefully for details, working out meaning of unknown words					

In this case, the candidate should refer to the development table below for suggestions on how to improve this particular sub-skill of reading. Advice on this sub-skill appears in two parts of the table, as the sub-skill is assessed in both Task 1 and Task 2. However, the suggestion is the same, so only the Task 1 skills development table is printed here:

### Task 1 – Long reading

Skills tested	How to practise these skills
Reading for the main idea	<ul style="list-style-type: none"> <li>Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph.</li> <li>Make sure students discuss the reasons for their choices – why is the text more about one thing than another? How did they decide?</li> <li>Get students to think about how they read in their own language and encourage them to apply the same skills to reading in English.</li> </ul>
Reading carefully for facts or information	<ul style="list-style-type: none"> <li>Practise scanning texts for specific information – for example to check whether statements are true or false, or to complete missing information in a text summary.</li> </ul>
Reading carefully for details, deducing/working out meaning of unknown words	<ul style="list-style-type: none"> <li>Practise guessing the meaning of unknown words in sentences by looking at the words around the unknown word.</li> <li>Use gap-fill exercises to practise completing sentences.</li> <li>Identify words with the same or similar meanings.</li> <li>Practise identifying viewpoints and attitudes in pieces of discursive writing such as criticism, journalism and literature.</li> <li>Identify common themes and threads in texts.</li> </ul>

The level and skill specific skills development tables are available on our website.

## Using Trinity Results Verification

Trinity Results Verification (TRV) allows approved users to verify candidate qualifications against Trinity's central database.

Users request access using an online form. These requests are approved/rejected accordingly by Trinity.

Once access has been granted, users can search for existing candidate exam records using the Trinity ID (Order Number : Candidate Number), which is found at the base of the candidate's certificate.

Note: Initially, we aim to offer the search for language qualifications, with the rollout to other subject areas following soon after.

When a search exactly matches a record in the Trinity database, the below fields, relating to the candidate's qualification results, will be presented to the user:

- Candidate's first, middle and last names
- Candidate's date of birth
- Exam taken
- Date the exam was taken
- Result (Distinction, Merit, Pass, Fail)

The screenshot displays the Trinity Qualification Verification System interface. At the top, the Trinity College London logo and 'Qualification Verification System' are visible, along with navigation links for SEARCH, ADMIN, and LOG OUT. The main section is titled 'CANDIDATE SEARCH' and features a search input field containing '1234567890' and a 'SEARCH' button. Below the search bar, a note states 'Search by UER or Trinity ID number.' The 'CANDIDATE RESULT' section displays the following information:

First name	Middle name	Last name	Date of birth
Aadarsh	Faisal	Mahmood	21 Aug 1983
Exam taken	Date of exam	Exam result	
Clarinet Intermediate II	11 Nov 2015	Pass	

## Appendix 1 – Glossary of ISE-related terms

Part 1	
<b>module</b>	a module is made of two <b>components</b> and leads to a module certificate, ie Reading & Writing certificate or Speaking & Listening certificate
<b>qualification</b>	a qualification is made of two <b>modules</b> and leads to qualification certificate, ie ISE Foundation certificate, ISE I certificate, ISE I certificate or ISE III certificate
Part 2	
<b>exam</b>	an exam is an externally set and assessed test of candidates' abilities in the four English language skills, ie reading, writing, speaking and listening; the ISE exam is created at module level, ie reading and writing are tested in one written test, speaking and listening are tested in one oral test
<b>practice exam</b>	a practice test is a test taken in preparation for the <b>live exam</b> , it mirrors the structure and content of the <b>live exam</b> and should be conducted under exam conditions but is not assessed externally, ie by Trinity, but by the teacher/tutor
<b>live exam</b>	a live exam is a test set and assessed by Trinity, taken under exam conditions and leads, if successful, to the module/qualification certificate; the two forms are: 1) a written test assessing reading and writing skills and 2) an oral test assessing speaking and listening skills
Part 3	
<b>examiner</b>	an examiner is an assessor conducting and assessing candidates' speaking and listening skills in a face-to-face <b>exam</b>
<b>marker</b>	a marker is an assessor assessing candidates' reading and writing skills in a written <b>exam</b>
Part 4	
<b>raw mark</b>	a raw mark is the mark awarded by the <b>examiner/marker</b> for each correct candidate's response
<b>scaled mark</b>	a scaled mark is a mark assigned to Q6-10 and Q21-25 once the <b>raw marks</b> have been adjusted to better reflect the candidate's ability
<b>raw score</b>	a raw score is the sum of all <b>raw marks</b> gained throughout the exam; the raw score is final for speaking and writing <b>components</b>
<b>scaled score</b>	a scaled score is the sum of <b>scaled marks</b> (reading only) or the score adjusted at the end of an <b>exam</b> (listening only) to better reflect the candidate's ability
<b>practice result</b>	a practice result is a result achieved in a <b>practice exam</b> and is based on <b>raw marks</b> gained
<b>point</b>	a point is a place on the <b>rating scale</b> for subjectively assessed parts of the exam
Part 4	
<b>rating scale</b>	a rating scale is a summary of the expected outcomes in a specific skill; the scale gives a description of the candidate's achievement in stages and is used in <b>subjectively assessed</b> exams to indicate the candidate's ability in a given skill
<b>answer key</b>	an answer key is a list of acceptable answers to exam questions which are <b>objectively assessed</b>
Part 5	
<b>subjectively assessed</b>	an <b>exam</b> , or part thereof, is subjectively assessed if the <b>examiner/marker</b> is required to use the <b>rating scales</b> to assess the candidate's ability
<b>objectively assessed</b>	an <b>exam</b> , or a part thereof, is objectively assessed if the <b>examiner/marker</b> assesses the candidate's ability by comparing their responses to the set <b>answer key</b>